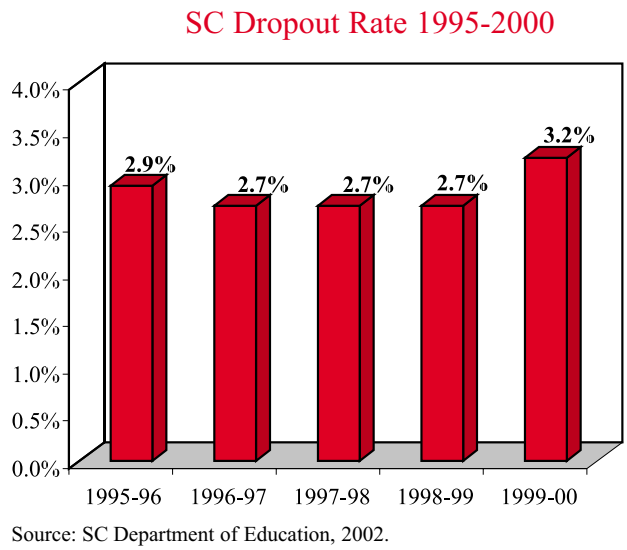


Goal 6

High school dropout rate will be in the lower half of the states.

Measurement: *State Rankings 2000, A Statistical View of the 50 United States* does not have information for SC as well as for 11 other states that do not follow the same data collection procedures. SC calculates dropout rates using the total number of dropouts for the 9th through the 12th grades divided by the total number of enrollment for the 9th through the 12th grades expressed as a percentage, as seen in the chart to the right.



Goal 7

SC will be in the top half of states in percentage of students with disabilities earning a high school diploma.

Measurement: The percentage of students with disabilities receiving a high school diploma or certificate is displayed in the table on the right. Recent data for the nation are not available.

| Comparison of SC and National, % of Students with Disabilities Receiving High School Diploma or Certificate | | | | | |
|---|------------------|---------------------|------------------------|--|----------|
| Students with Disabilities in SC Age 17 – 21 | | | | % of students with Disabilities receiving a diploma or certificate | |
| Year | Total # Students | # Receiving Diploma | #Receiving Certificate | South Carolina | National |
| 1999 | 7,045 | 1,093 | 1,094 | 31.0 | 57.4 |
| 2000 | 7,380 | 1,033 | 986 | 27.4 | NA |
| 2001 | 7,522 | 1,120 | 1,106 | 30 | NA |

Source: SC Department of Education, Office of Exceptional Children, 2002.
US Department of Education, Office of Special Education, 2002.

Goal 8

SC will be in the top half of states in freedom from drugs, weapons, violence, and teacher victimization by students.

Measurement: There are no national data available for comparison at this time. As federal data collections are adjusted, those data are to be reported. SC Department of Education produces annually the *SC School Crime Reports*. The figures presented in the table compares the number of incidents of the top 10 crimes over the past five years.

| Top Ten Crimes in SC Schools 1998-2002 | | | | | |
|--|-------|-------|-------|-------|-------|
| Crime | YEAR | | | | |
| | 1998 | 1999 | 2000 | 2001 | 2002 |
| Simple Assault | NA | 3,489 | 3,504 | 3,972 | 3,851 |
| Pages | 1,103 | NA | NA | NA | NA |
| Disturbing Schools | 2,690 | 2,051 | 2,051 | 2,649 | 2,605 |
| Intimidation | 539 | 1,017 | 1,017 | 1,005 | 867 |
| Weapon Possession | 970 | 996 | 860 | 875 | 813 |
| Drug Possession | 940 | NA | 751 | 906 | 937 |
| Larceny/Theft | 655 | 718 | 720 | 969 | 915 |
| Vandalism | 618 | 646 | 616 | 619 | 613 |
| Aggravated Assault | 596 | 724 | 412 | 369 | 441 |
| Liquor Violations | 265 | 202 | 233 | 194 | NA |
| Burglary/B&E | 363 | 320 | 230 | 215 | NA |

Source: SC Department of Education, 2002.

Goal 9

The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated.

Measurement: a. SAT: Differences in SAT (Scholastic Assessment Test) performance among White, African-American, and Hispanic students are to be eliminated.

There has been a slight increase in the achievement of African-American students in the last decade, but the improvement in achievement for White students has been more significant.

While both groups have shown improvement, the achievement gap between the two groups has not been narrowed. The gap between White and Hispanic students increased.

Note: Data for free/reduced price lunch participating students are not available.

Measurement: b. ACT: The ACT (American College Test) includes four tests: English, Mathematics, Reading, and Science Reasoning. Results are reported for all four tests and as a composite score. The range of the scores for each ACT subject area, as well as the composite score, is from one to 36.

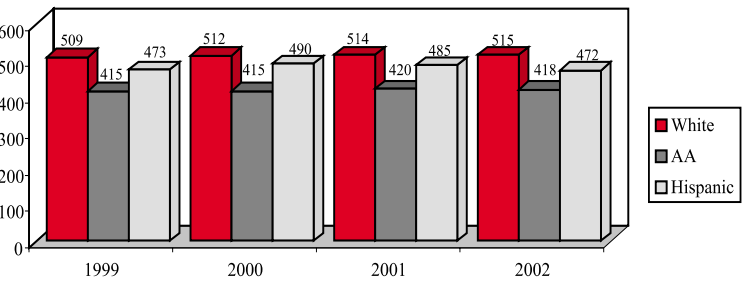
Note: Data for Hispanic students are not available.

Measurement: c. Advanced Placement: Differences in AP performance (percent of qualifying scores) among White, African-American, and Hispanic students are to be eliminated.

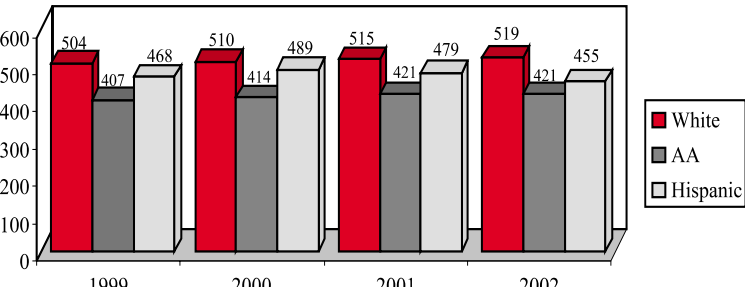
A score of three, four, or five is considered passing the test and qualifying for college credit.

Note: Data for free/reduced price lunch participating students are not available.

SAT Composite Scores by Ethnic Group (Verbal)

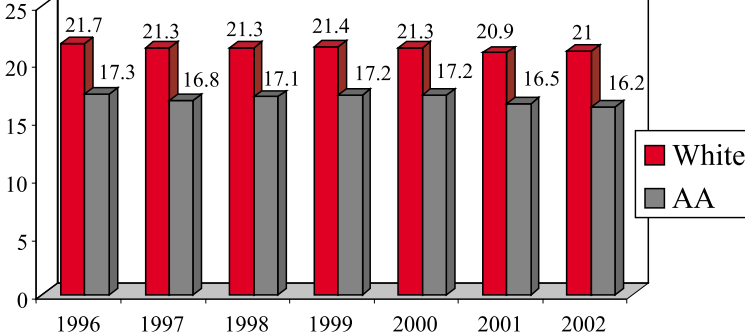


SAT Composite Scores by Ethnic Group (Mathematics)



Source: SC Department of Education, Office of Research, 2002.
College Board, 2002.
Note: 13% did not report an ethnic group.

ACT Composite Scores by Ethnic Group



Source: SC Department of Education, Office of Research, 2002.
College Board, 2002.

| % AP Qualifying Scores by Ethnic Group | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|
| | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
| African-American | 26 | 28 | 21 | 24 | 24 | 17 | 25 | 23 | 26 | 32 |
| White | 57 | 59 | 55 | 55 | 58 | 60 | 60 | 60 | 61 | 62 |
| Hispanic | 55 | 69 | 60 | 69 | 55 | 55 | 60 | 58 | 59 | 61 |

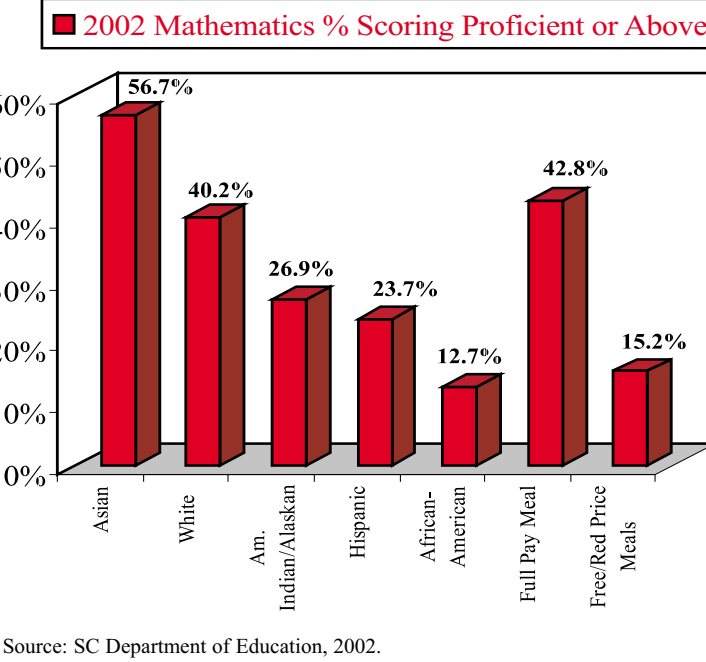
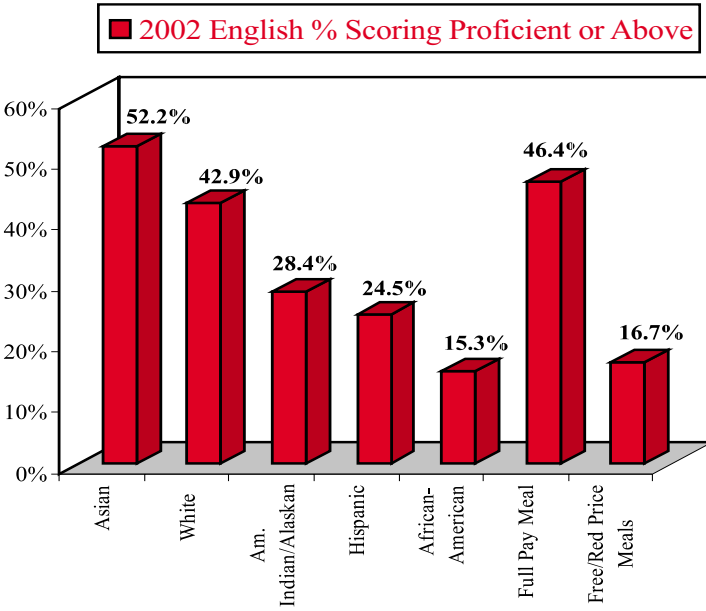
Source: College Board, 2002.

Goal 9 Continued

Measurement: d. PACT: Data for these categories are to be followed over the next several years. Adjustments in the student groups preclude use of data before 2002 for comparison. The 2002 PACT results in 3rd through 8th grades show wide disparities of achievement among White and African-American students.

While more White students than African-American students (1.3 White students for every one African-American student) took PACT, the proportion of White students scoring Advanced on **English/language arts** was 7.5 times that of African-American students. For every African-American student scoring Advanced, there were 10 White students. For every African-American student scoring Proficient or above, there were 3.7 White students doing the same.

In **mathematics**, for every African-American student scoring Advanced, 7.4 White students scored Advanced. For every African-American student scoring Proficient or above, there were 4.2 White students doing the same.



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The South Carolina Education Oversight Committee

WHERE ARE WE NOW?

South Carolina's Progress To The 2010 Education Goal

December 2002

By 2010, South Carolina's student achievement will be ranked in the top half of states nationally.

To achieve the goal, we must become one of the five fastest improving systems in the country.

Where Are We Now?

The quality of South Carolina’s economic future depends upon the education system. To propel needed educational change, the state has adopted an education goal to steer us to the year 2010. As the state experiences improved levels of student achievement, the goal should be adjusted to reflect even higher aspirations for the next decades.

During the Fall of 2000, the S.C. Education Oversight Committee organized a long-range planning team to identify major elements of the educational system that should be addressed to meet the 2010 goal. The team included elected officials and education, business and community leaders.

The team identified nine strategic issues for public actions:

Goal 1

SC will rank in the top half of states on NAEP examinations and other international and national measures.

Measurement: a. NAEP (The National Assessment of Educational Progress) assesses achievement nationally and in participating states. NAEP tests are given every two years in different content areas. The most recent math (2000) results show that SC improved at a higher rate than did the nation.

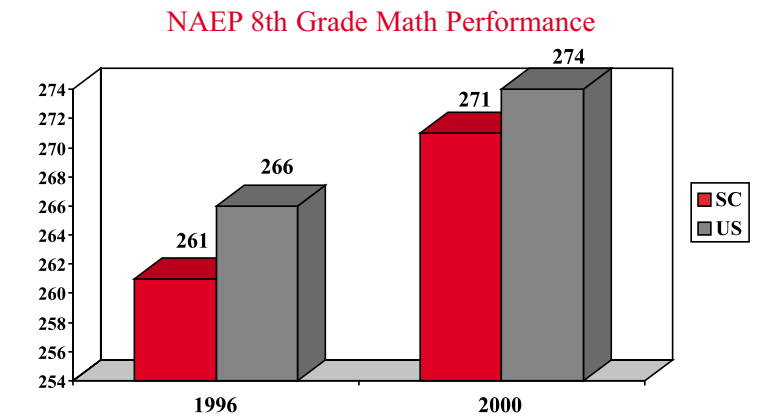
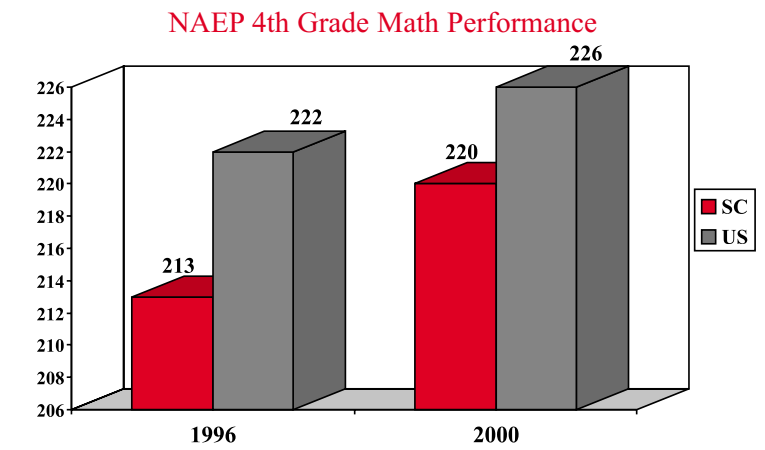
| NAEP Grade/Subject | Average Scale Score | | National Ranking |
|--------------------|---------------------|--------|------------------|
| | SC | Nation | |
| 4/Reading 1998 | 210 | 215 | 33 of 42 |
| 4/Math 1996 | 213 | 222 | 41 of 47 |
| 4/Math 2000 | 220 | 226 | 30 of 46* |
| 8/Reading 1998 | 255 | 261 | 33 of 39 |
| 8/Math 1996 | 261 | 271 | 39 of 44 |
| 8/Math 2000 | 266 | 274 | 29 of 46** |
| 8/Science 1996 | 139 | 148 | 39 of 45 |
| 8/Writing 1998 | 140 | 148 | 32 of 39 |

*TN, GA and NC scored the same as SC. ** GA scored the same as SC.

Source: National Assessment Governing Board, 2002.

1. Governance and Structure of the System;
2. Sufficient Funding for All School Districts and Schools;
3. Efficient Use of Resources and Accountability;
4. Education for Economic Development;
5. Leadership and Coalition Building;
6. Teacher Quality;
7. Early Childhood Education and Development;
8. Community and Parental Support and Involvement; and,
9. Safe and Healthy Schools.

Nine points of evaluation linked directly to the goal were established to annually measure the state’s progress. This report presents the progress on the nine evaluation points used to measure student and school performance.



Source: National Assessment Governing Board, 2002.

Goal 1 Continued

Measurement: b. TIMSS & TIMSS-R (Third International Math & Science Study, 1995 and 1999 Repeater). Of 13 participating states, SC ranks 9th.

| TIMSS-R 8 th Grade 1999 | SC | US | International |
|------------------------------------|-----|-----|---------------|
| Mathematics | 502 | 502 | 487 |
| Science | 515 | 515 | 488 |

Source: SC Department of Education, 2000.

Measurement: c. TerraNova Survey Testing Program replaced MAT-7 (1995-98) in 1999. A sample of students in the 5th, 8th and 11th grades took the test in 2000. A sample of students in the 4th, 7th and 10th grades took the test in 2001.

In both years, SC students scored at or above the national level in almost all grades/subjects and exceeded the national average at 10th grade in 2001.

Note: In order to reach national average, the number of SC students scoring in the upper half has to be at 50 percent or above.

Goal 2

Nine out of 10 SC students will score Proficient or above on PACT, South Carolina’s standards-based criterion-referenced tests.

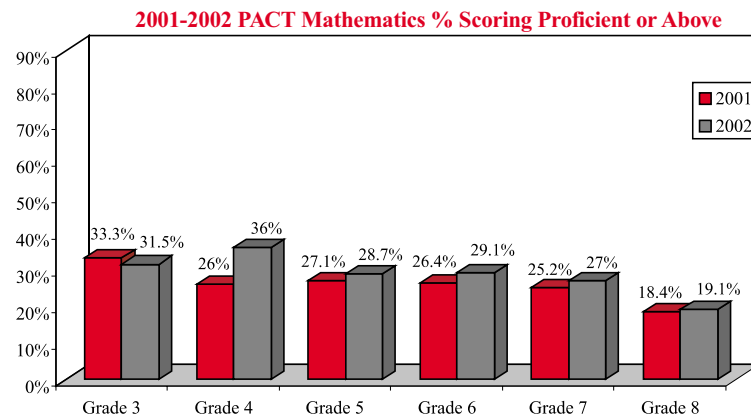
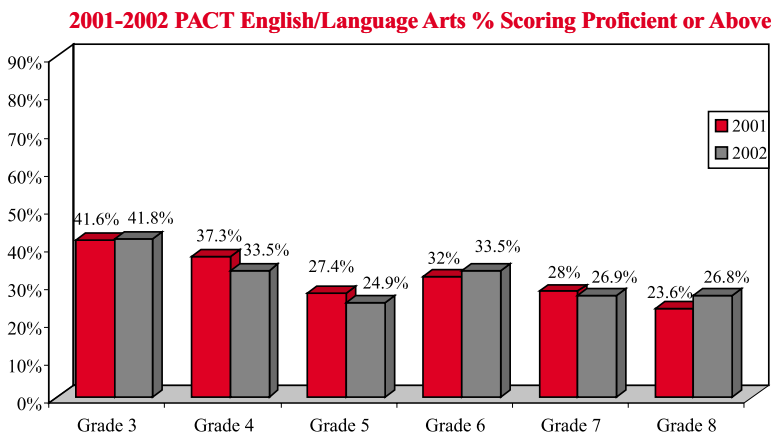
Measurement: PACT (Palmetto Achievement Challenge Test) uses four terms to indicate student performance levels: Below Basic, Basic, Proficient, and Advanced. Performance at the Proficient level or above means a student is well prepared for the next grade. The scores reported are based upon students enrolled in the school as of the 45th day and present for testing.

English Language Arts: The percentage of students scoring Proficient or above in 2002 was 31.2 across all grades or about three out of 10 students. This is a slight decline from 2001 when 31.8% of students scored Proficient or above. Declines occurred in the 4th, 5th, and 7th grades.

Mathematics: The percentage of students scoring Proficient or above in 2002 was 28.6 across all grades or nearly three out of 10 students. This represents an increase from 2001 when 26.1% of students scored Proficient or above. Increases occurred at in every grade, except the 3rd grade.

| TerraNova % of SC Students in the Upper Half Category 2000-2001 | | | | | | | | |
|---|---------|------|----------|------|------|------|-------|------|
| Grade | Reading | | Language | | Math | | Total | |
| | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 | 2000 | 2001 |
| 4 | | 47.8 | | 43.1 | | 58.4 | | 50.5 |
| 5 | 48.2 | | 51.1 | | 51.4 | | 50.0 | |
| 7 | | 45.8 | | 59.4 | | 54.7 | | 53.9 |
| 8 | 52.3 | | 49.5 | | 52.0 | | 51.5 | |
| 10 | | 59.6 | | 59.5 | | 62.4 | | 59.1 |
| 11 | 57.1 | | 56.7 | | 52.9 | | 55.9 | |

Source: SC Department of Education, 2000 & 2001.

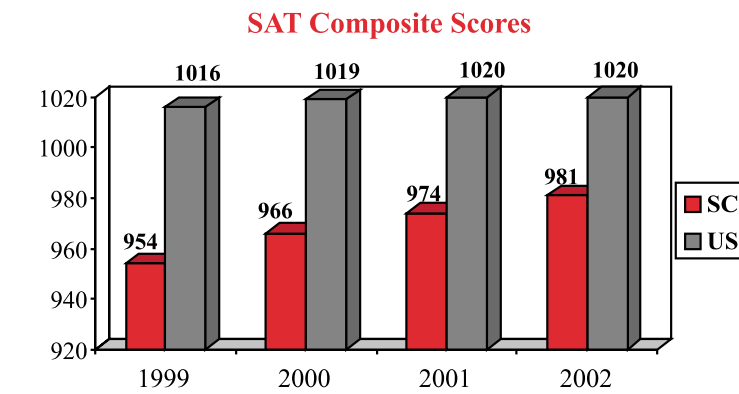


Source: SC Department of Education, 2002.

Goal 3

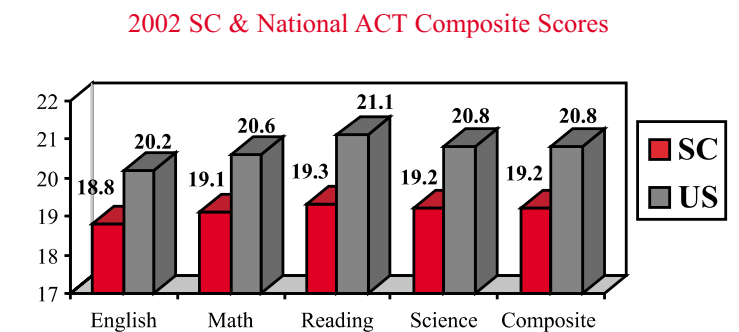
SC will rank in the top half of states on the SAT and ACT.

Measurement: a. SC’s SAT (Scholastic Assessment Test) state ranking for 2002 is 49. Since 1999, SAT scores in SC have increased by 27 points. When the 2002 performance is compared with the 1999 performance, the average verbal score has increased nine points in SC, as compared to a decrease of one point within that time period for the nation. The average math score increased by 18 points in SC, as compared to an increase of five points for the nation.

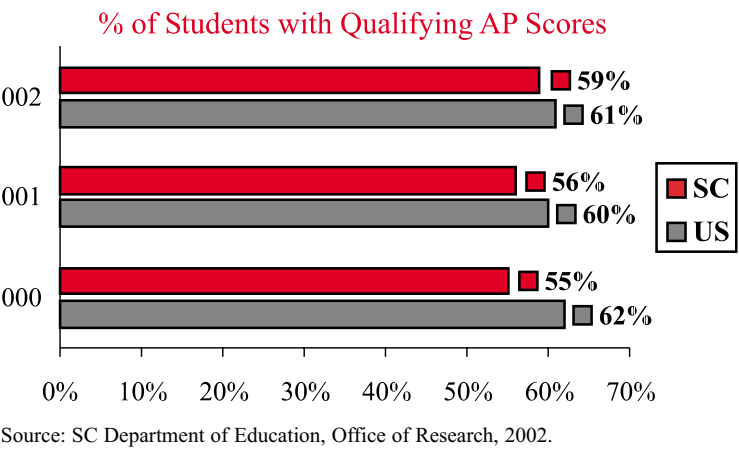


Note: SAT scores range from 200 to 1600.

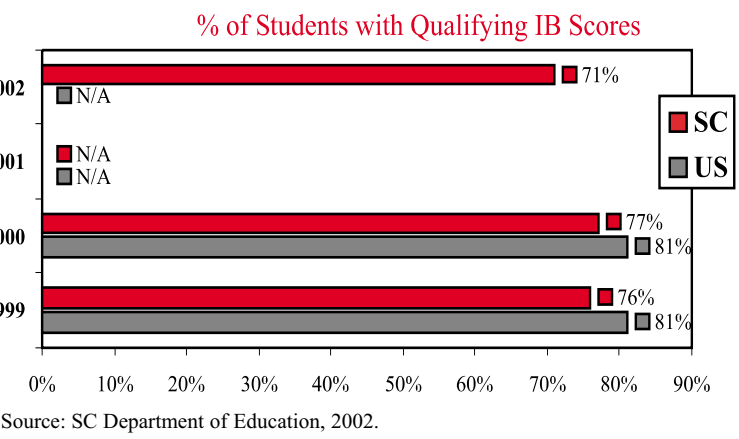
Source: SC Department of Education, Office of Research, 2002.



Source: SC Department of Education, Office of Research, 2002.



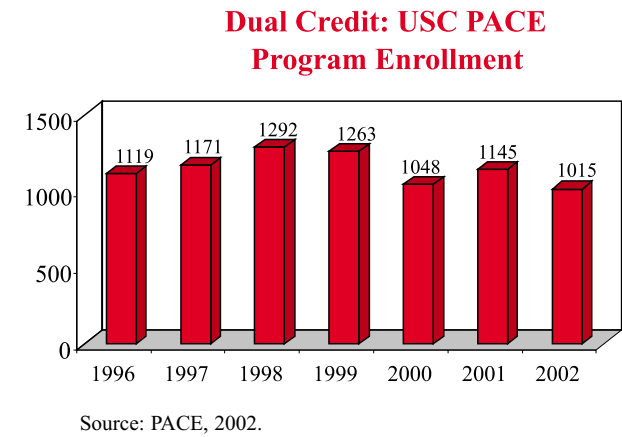
Source: SC Department of Education, Office of Research, 2002.



Source: SC Department of Education, 2002.

Goal 4 Continued

Measurement: c. The USC PACE (Program for Accelerated College Education) Program enrollment serves as an example. Credit earned in the PACE program at USC is transferable to most institutions of higher education in the US. Only data on enrollment, not success, are available.



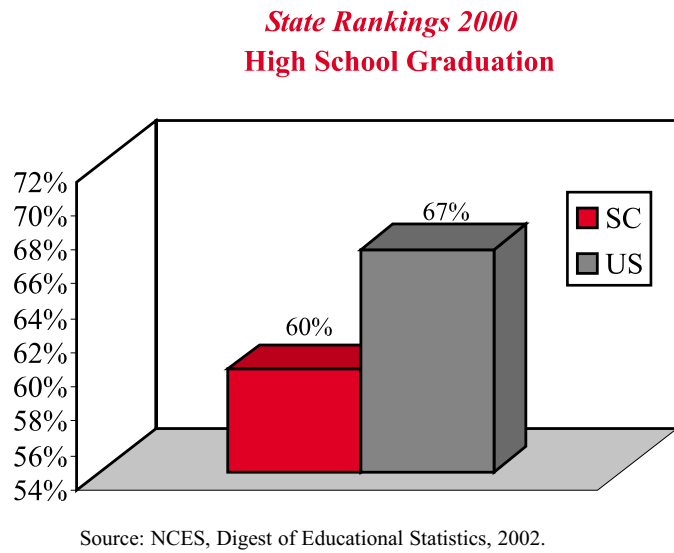
Source: PACE, 2002.

GOAL 5

High school completion rate will be at or above national average.

Measurement: There are three ways of calculating the high school completion rate.

1. A high school graduation rate as reported in State Rankings 2000, A Statistical View of the 50 United States reveals SC’s rate as below the national average. It is calculated by comparing the estimated number of public high school graduates in 2000 with the 9th grade enrollment in the Fall of 1996.



Source: NCES, Digest of Educational Statistics, 2002.

2. A second high school completion rate as reported by the National Center for Education Statistics and the SC Department of Education is calculated by comparing the estimated number of public high school graduates in 2001 with the 8th grade enrollment in the Fall of 1996.

| NCES & State Department of Education Graduation Rate | | |
|--|---|-----------------|
| 8 th Grade Enrollment 1996-1997 | 12 th Grade Enrollment 2000-01 | Completion Rate |
| 50,304 | 33,131 | 65.9 |

Source: SC Department of Education, Office of Research, 2002.

NCES, Common Core of Data, 2002.

3. A third high school completion rate as reported by the SC Department of Education is calculated by comparing the estimated number of public high school graduates in 2001 plus number of students getting a GED with the 8th grade enrollment in the Fall of 1996.

| State Department of Education Completion Rate | | | |
|---|---|-----------------------|-----------------|
| 8 th Grade Enrollment 1996-97 | 12 th Grade Enrollment 2000-01 | #Students Getting GED | Completion Rate |
| 50,304 | 33,131 | 6,549 | 78.9 |

Source: SC Department of Education, 2002.